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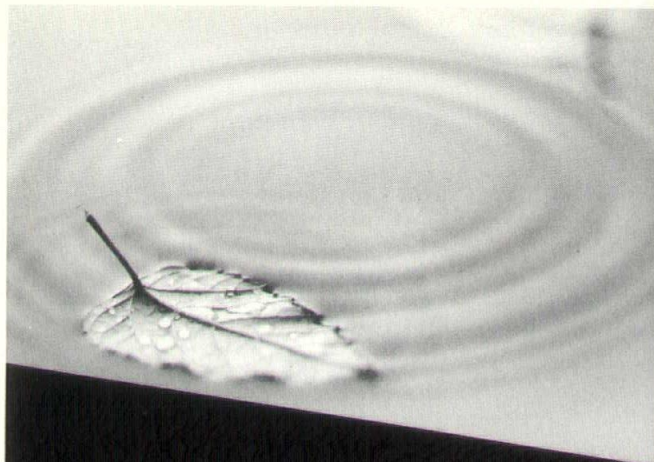
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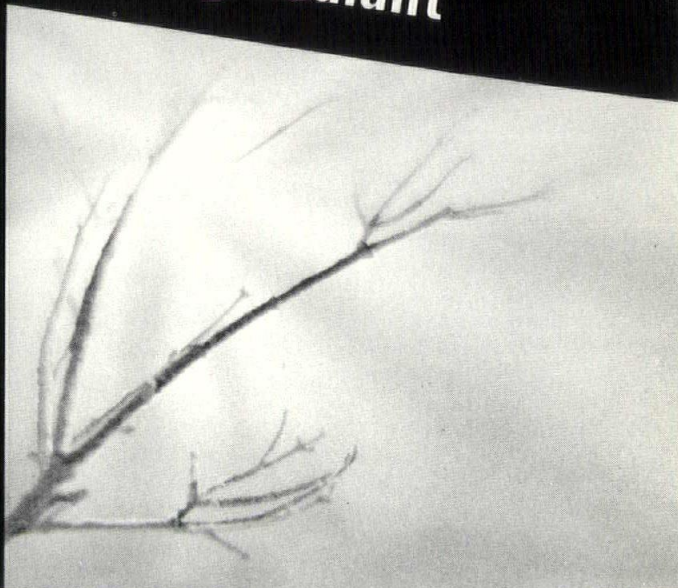
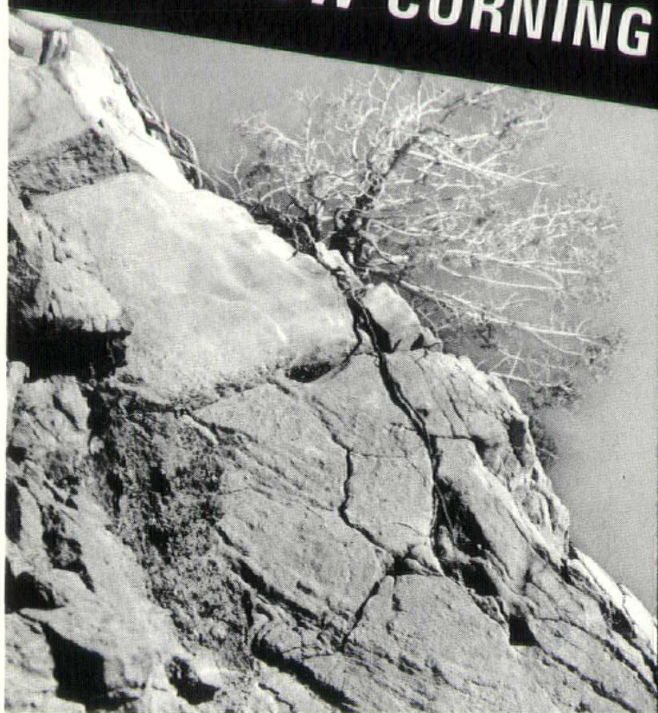


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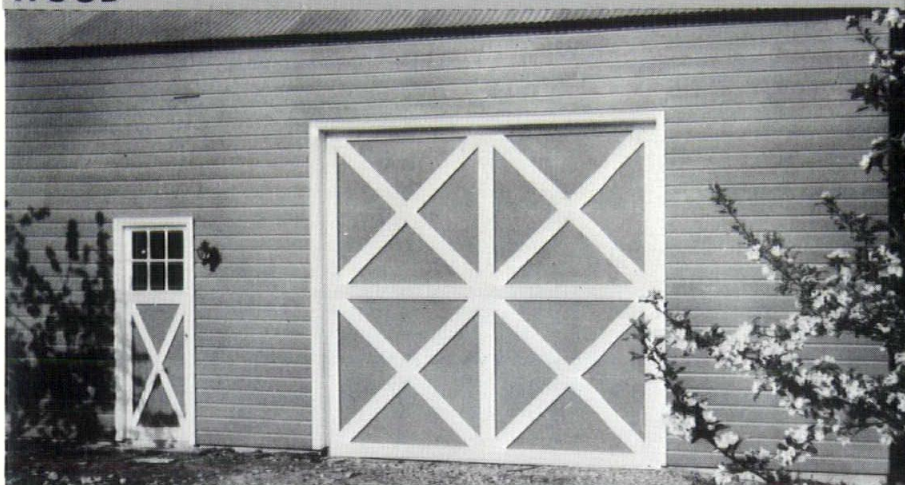
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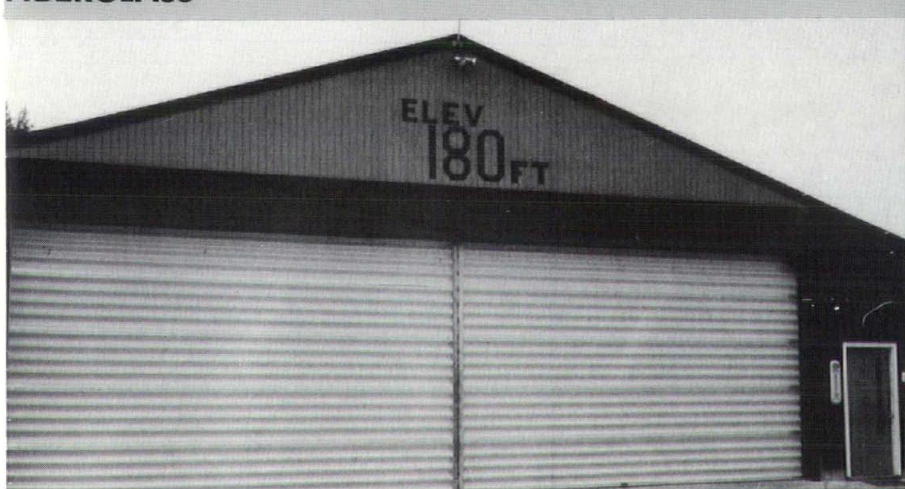
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JUNE, 1968

Notes and Comments	8
West High School Addition	10
Cheshire County Humane Society	16
Keene State College Dormitory	23
Planning Educational Facilities for Tomorrow's Schools a panel discussion	28
Index to Advertisers	40

Cover: Courtyard facade, West High School addition. Architect: Koehler & Isaak.

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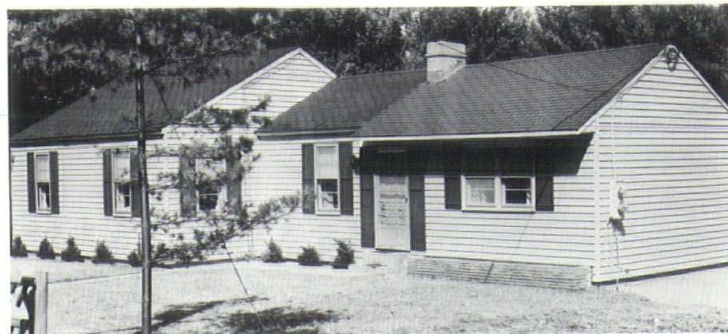
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Home of Mr. & Mrs. Richard Robbins, Base Hill Road, Keene

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Notes And Comments

AIA National Convention Awards

Le Messurier Associates, Inc., a consulting structural engineering firm from Boston, and well known for their work in New Hampshire, received the 1968 Allied Professions Medal of the AIA at the annual convention held this month at Portland, Oregon and Honolulu, Hawaii. The award was presented because, "The list of work this firm of structural engineers has done in collaboration with distinguished architects on many complicated structures bears witness to its sensitivity to architectural goals and its technical excellence."

Gyorgy Kepes, painter and Professor of Visual Design at Massachusetts Institute of Technology, was awarded the AIA 1968 Fine Arts Medal, presented in recognition of distinguished achievement in the fine arts related to architecture. Prof. Kepes was cited for "his imaginative work, which shows evidence of ability not only with time-old materials for artistic expression, but also with newly invented materials in a brilliant and technically competent manner."

National Honor Awards Jury Comment

The AIA National Honor Awards jury, in selecting 20 out of 377 entries, had some strong comments regarding the present level and direction of architecture in the United States. Excerpts from their report to the annual convention follow:

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"What has become of two of the strong organizers of architecture — the logic of the plan and the force of the environment? The environment for most of us is the new urbanism, but this was not reflected in the entries.

"The majority of the Jury believes that the profession has too obviously become the visual connection with the affluent sector of our society. This, by itself, is not unusual, for it has always been the role of architecture; but the times are not traditional and the Jury Report must project the implications that these limits invoke. In terms of esthetics, the general level is increasingly egalitarian and still imbued with the tricky and vogueish.

"Architecture has become almost an art of fashion in which accepted esthetic norms, such as primary geometry, structural exposure, or opulence, become the dominant replacement for environmental design. As in art, the third and fourth generation examples in architecture of *a la mode* esthetics are not done with conviction, but with opulence.

"The total technological force of the profession and its consultants — a force of 50,000 persons or more — has, with the expanding demands of wealth and population of the United States, concentrated on the so-called private client, be it office building, house, or university. This raises the question as to whether this clientele would truly limit the architect's participation in the viable 20th Century forms — forms that can interlock with urban space and urban movement and leave behind the conventions of accepted esthetics norms. If the profession continues to isolate itself from 30 percent of society, both in its projects and in its attitude, its contribution will become the final building source of non-concern. The Jury believes that most of the projects submitted were isolated 'works of elegant architecture' — as in a showcase, not representative of urban life and its ghetto.

"It is difficult under these circumstances to evaluate the satisfaction that the architect might have, knowing that if today's problems go unconsidered, we may well see

(Continued on page 37)

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West High School Addition

Koehler and Isaak
Architect

Davison Construction Co.
General Contractor

AT the time Koehler & Isaak was asked to participate in expansion of the West High School in Manchester, N.H., the big problem was space and acreage. Students were attending classes on a double-shift basis and there was no adjacent land available for a wing. The last parcel had been used in the 1950's when the firm designed the first of two additions to the original school building.

It was a challenge familiar to most educators in congested urban areas from New England to California. In Manchester they decided to buy an entire residential block across the street and to raze the houses. From that point on, the emphasis shifted to more aesthetic considerations.

Student and faculty requirements were weighed in terms of a total community environment. Involvement of residents in the immediate vicinity was encouraged by easy access to a fully landscaped quadrangle, enjoyed by students during the day and by the neighborhood children and adults in the evening.

Every effort was made to *incorporate* and *include* the courtyard in the complex surrounding it, to give the addition a distinctive spatial

character rarely found in city buildings where utility is usually measured in cubic feet and values are determined by the amount of work space available.

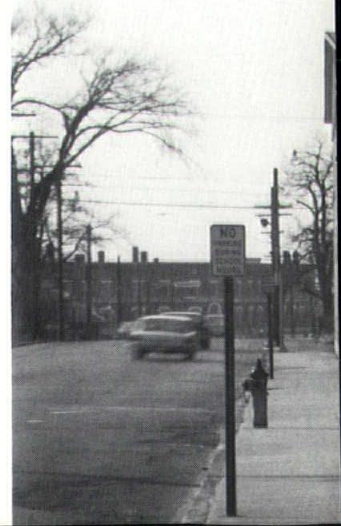
The cafeteria on the first floor and the library above it on the second were envisioned as "extensions of the courtyard." Glass was used generously along one side of the long library to encourage students passing by to use its facilities.

A campus-like atmosphere was preserved at ground level, and despite pedestrian traffic along the right of way previously used by automobiles, there is no interference with students who move from class to class through enclosed corridors on the second and third floors.

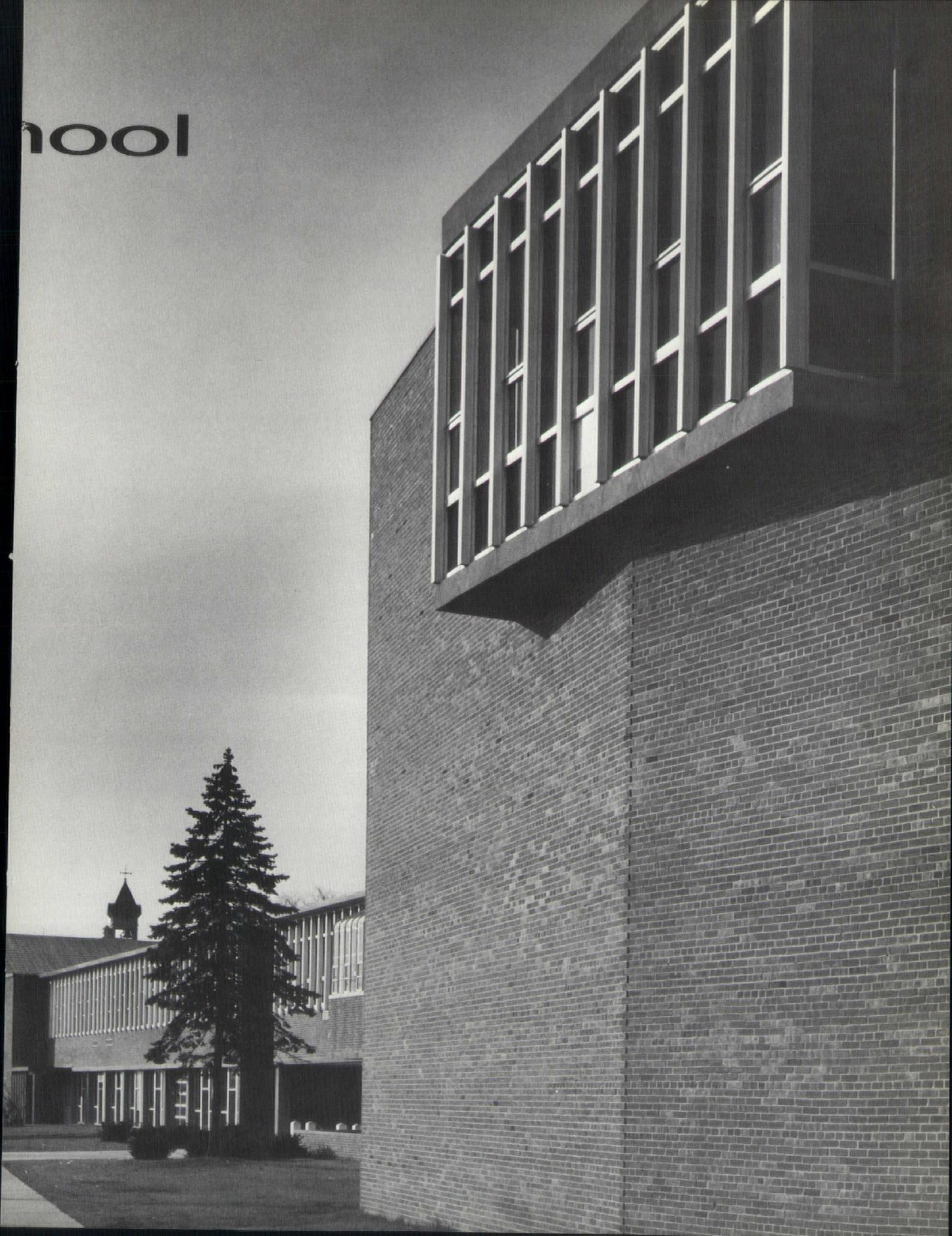
The feeling of openness was heightened by exposed exterior beams and columns of cast-in-place concrete. Steel construction was used throughout, with outside walls of concrete block, brick, aluminum and glass.

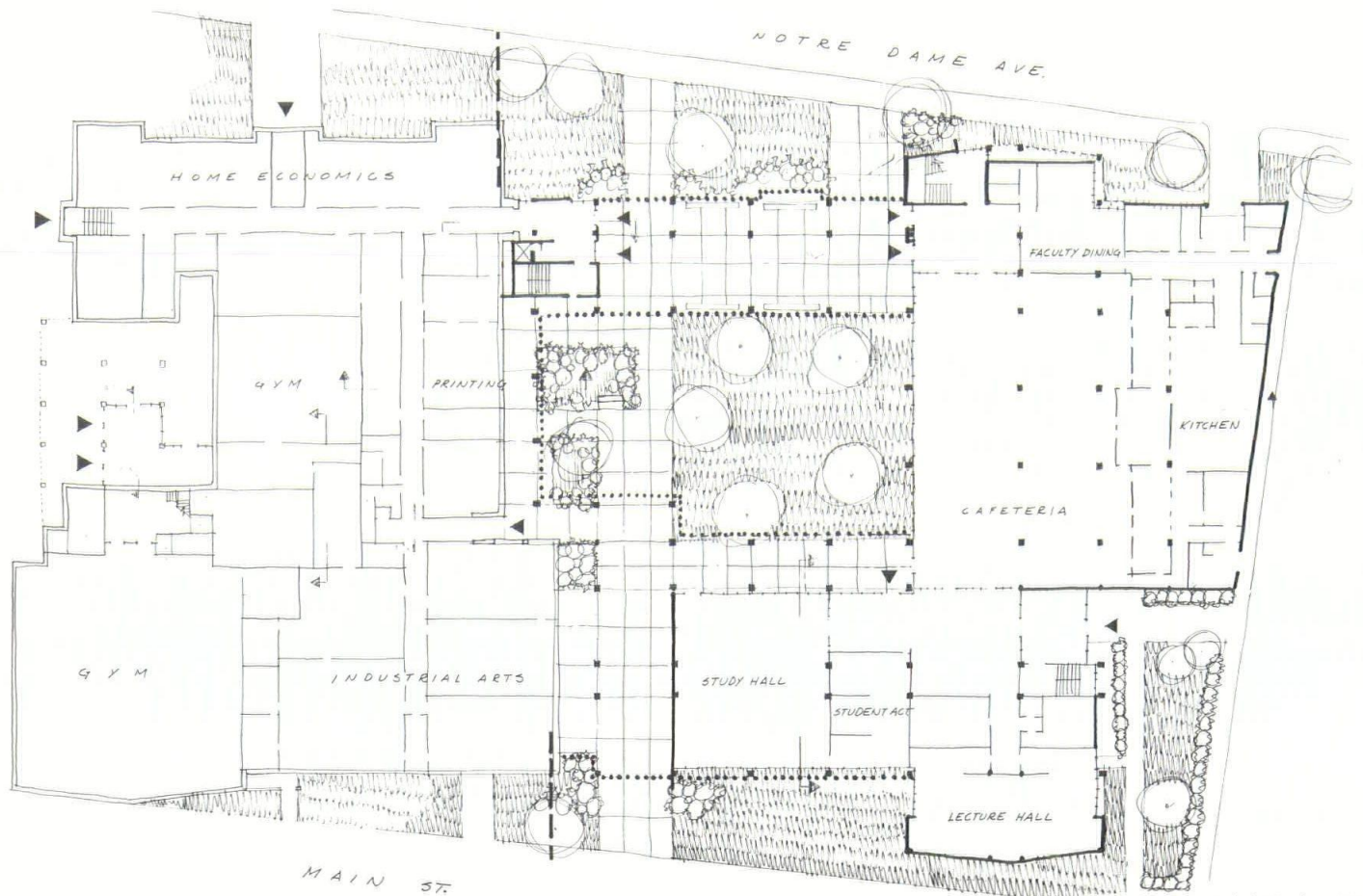
Enclosed space within the addition totals some 133,000 square feet, compared with 42,000 square feet in the 1958 addition and 60,000 square feet in the original school which was built in 1921.

Terrazzo flooring and plastic



hool

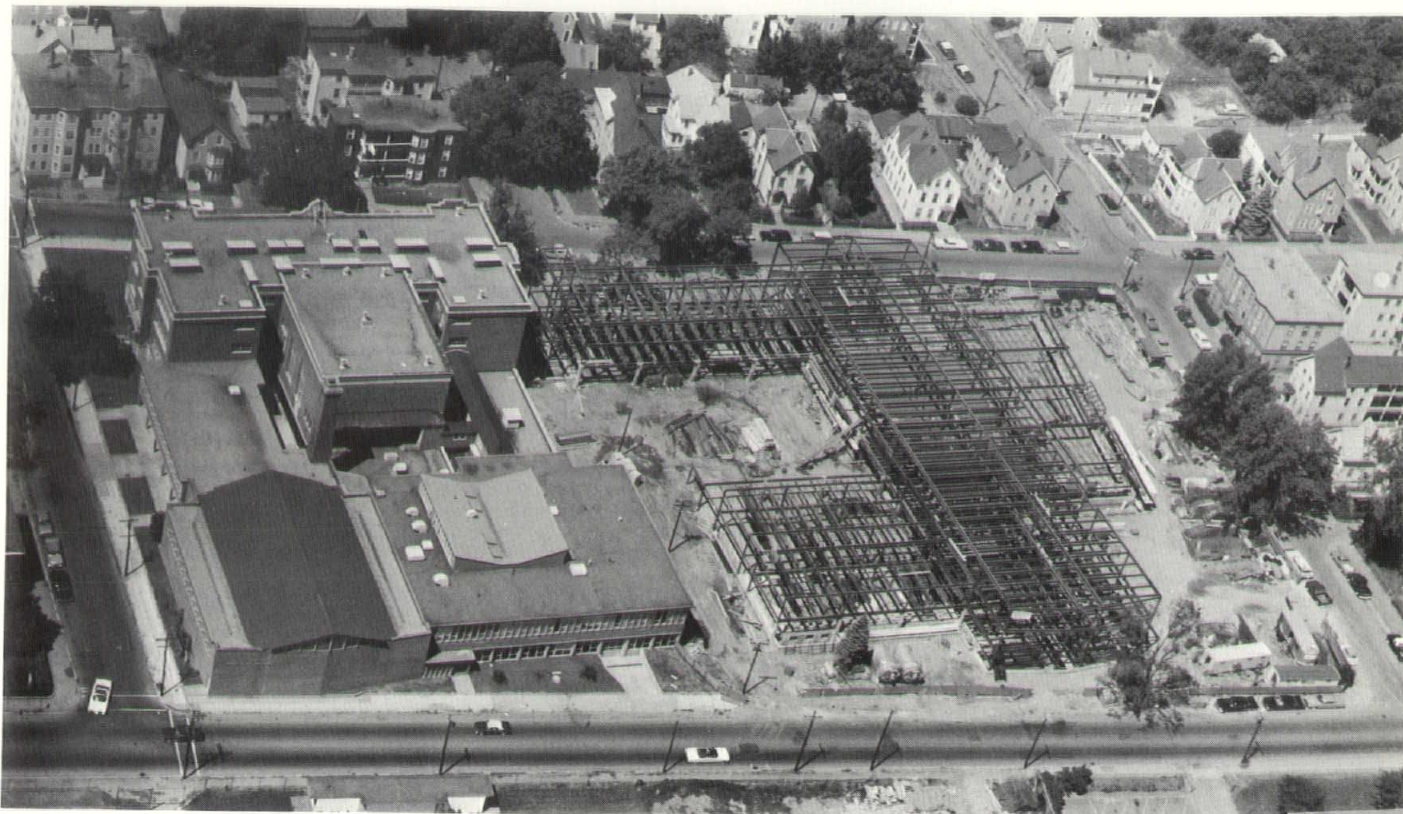




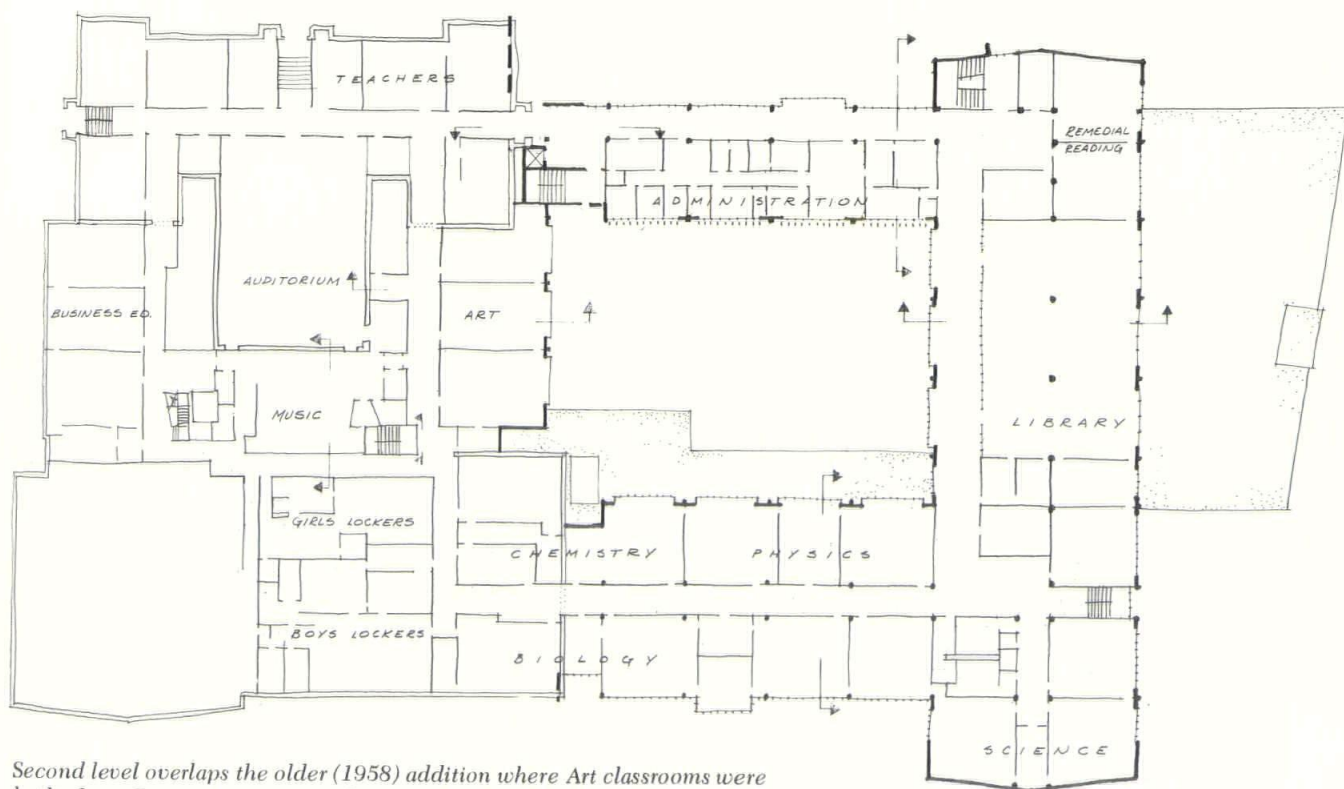
Courtyard and new wings are located to right of dashes and dotted areas adjacent to Home Economics, Printing and Industrial Arts facilities in older buildings.

Notre Dame Avenue entrance with original school building beyond.



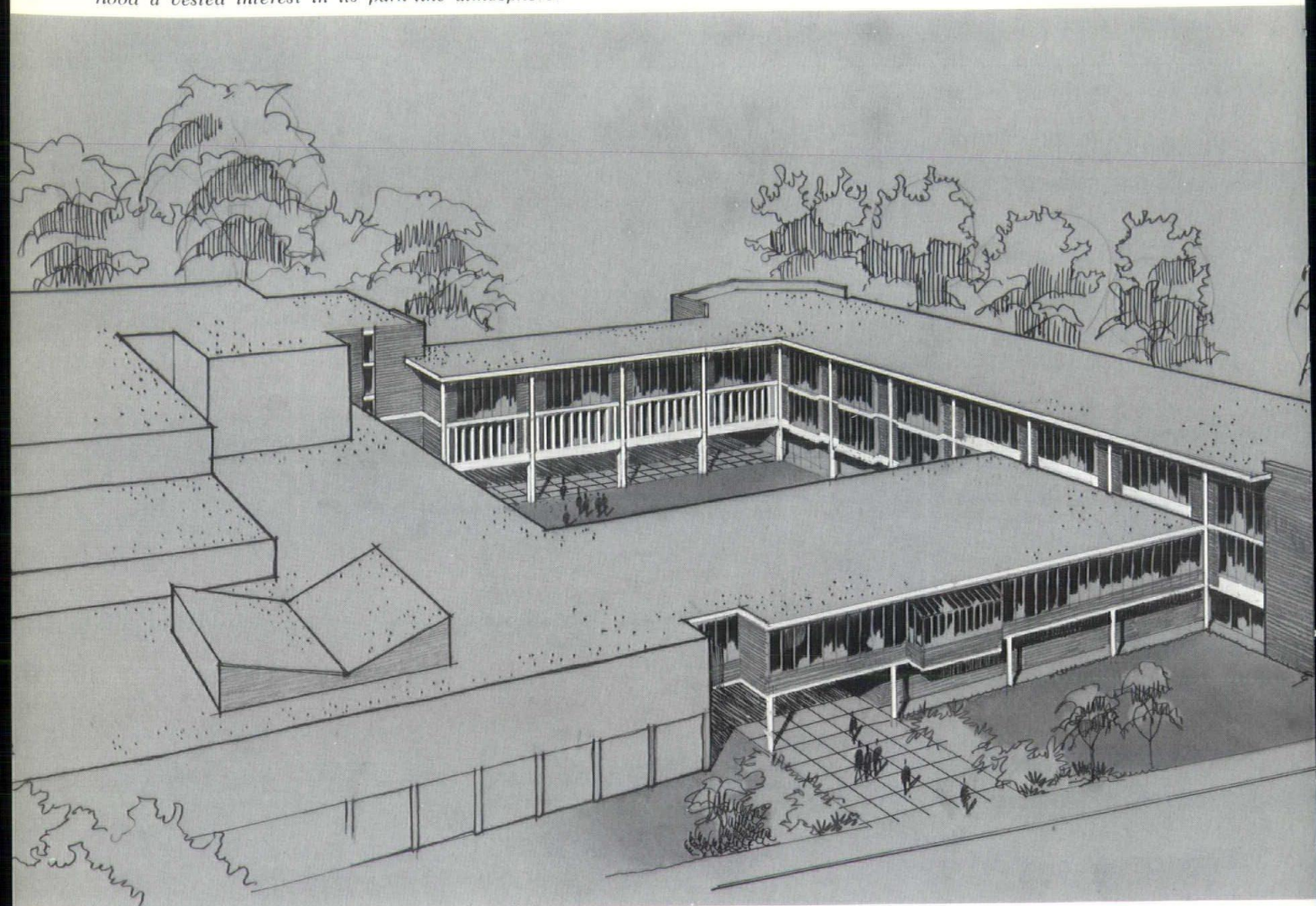


Route previously used by automobiles is barely discernible in this aerial photo taken by Lyons Iron Works, Inc.

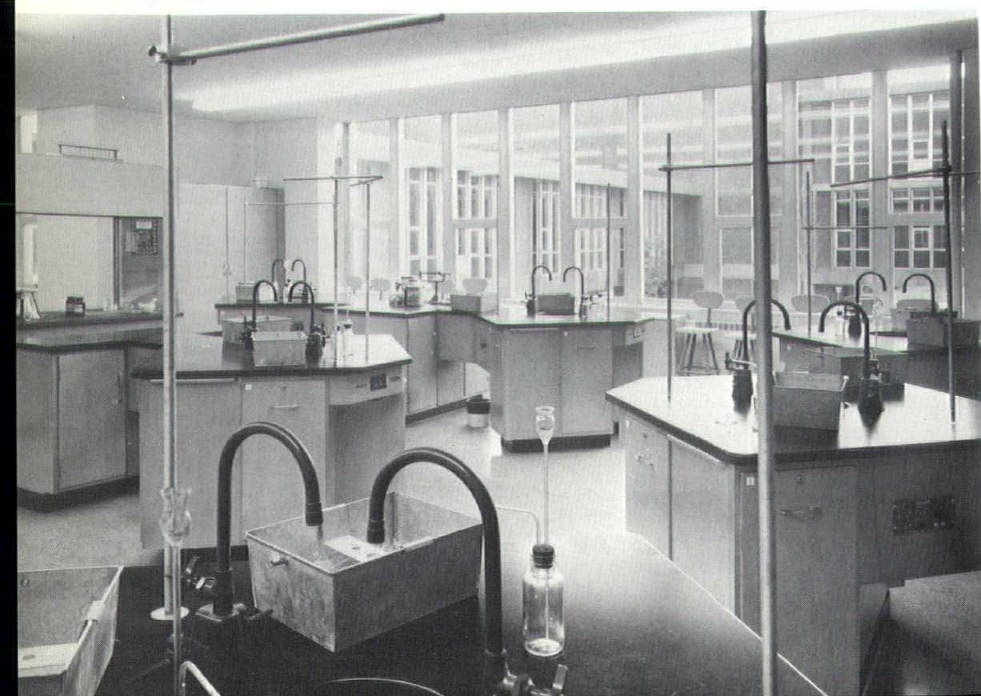


Second level overlaps the older (1958) addition where Art classrooms were built above Printing area. Cost of project included updating of Music, Art and Physical Education facilities.

Pedestrian access through fully landscaped courtyard has given neighborhood a vested interest in its park-like atmosphere.



Science room

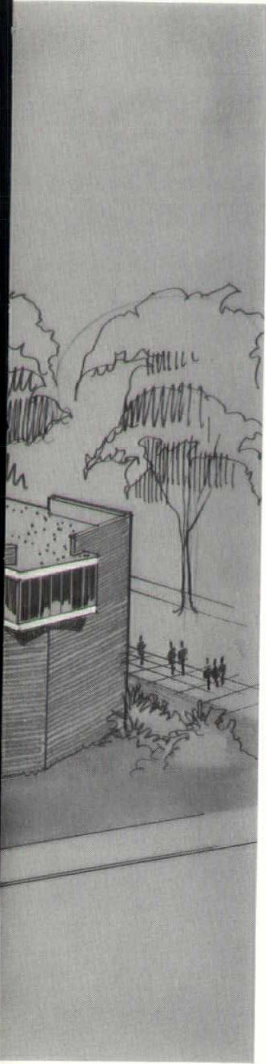


glazed Duracrete blocks inside complement decor in several areas, including the wide, bright stairwells leading to twenty-two new classrooms on the L-shaped third floor. The building is equipped with an elevator for the exclusive use of physically handicapped children, and it is locked when not in use.

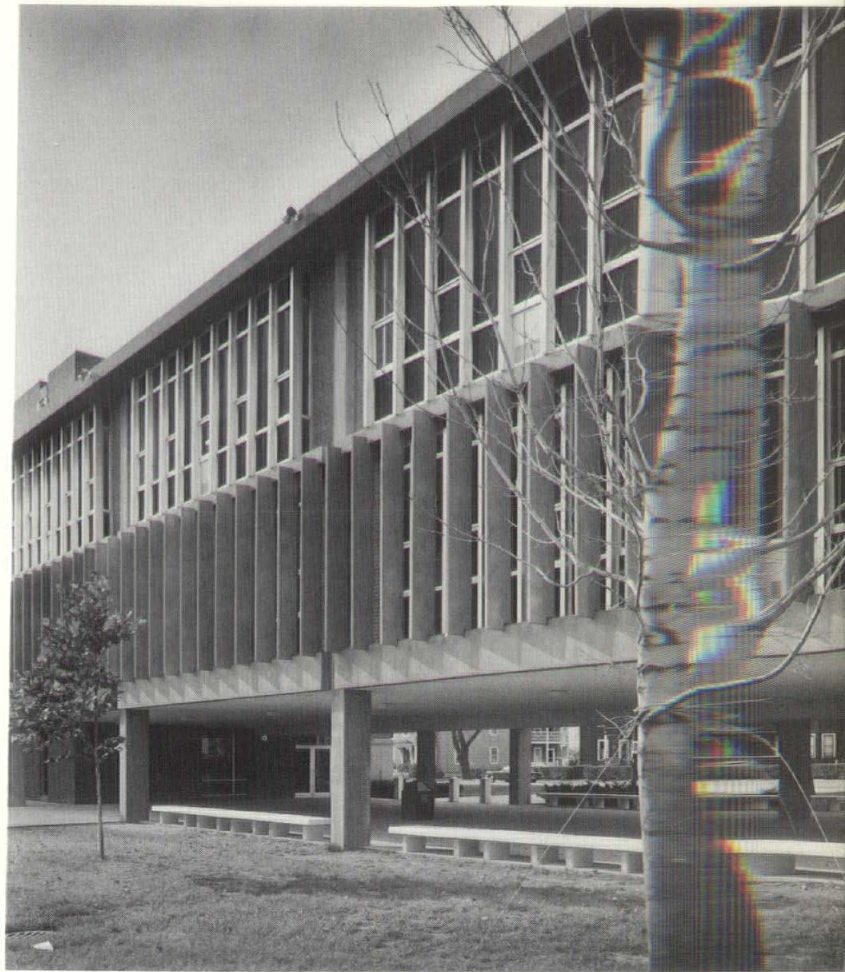
The science section in the addition includes a greenhouse facing West High Memorial Field on the opposite side of Main Street. Directly across the courtyard the second level administration and conference area forms a bridge between the older structure and the new building, which actually overlap at one end of the quadrangle where three art and music rooms are constructed on the second floor above the older industrial arts facilities on the ground floor of the 1958 addition.

Total cost of the project, including equipment, was \$2,471,000, which also covered the expense of updating and expanding art, music and physical education facilities in the older addition.

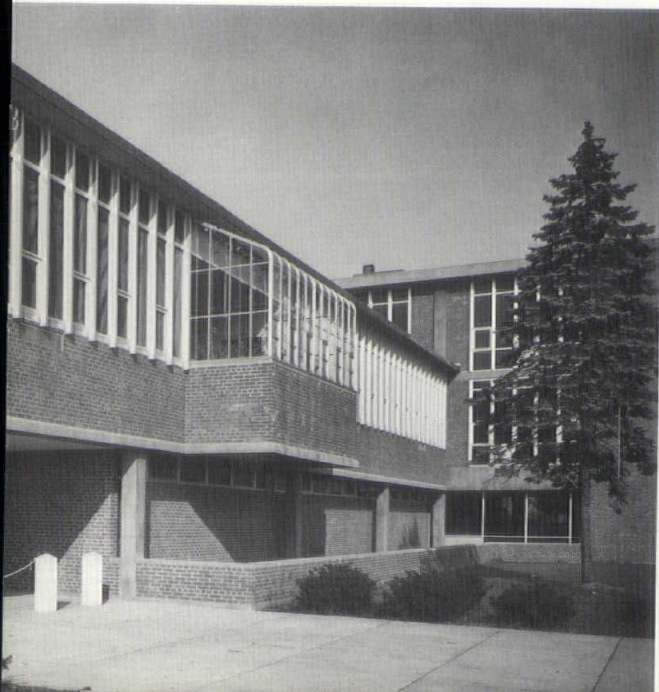
The problem of harmony was solved ten years ago and the wings of the new building dramatize further the feeling of transition and tradition achieved in 1958.



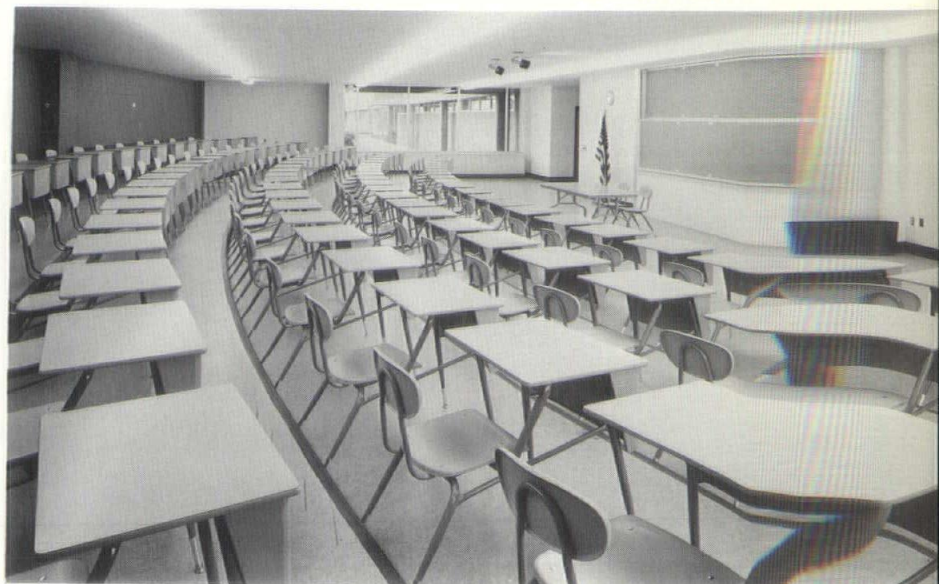
Main Street entrance. Protruding second floor area is a greenhouse in science section.



*Exposed beams and columns heighten feeling of openness.
Second level administration and conference area forms
bridge between old and new buildings.*



Lecture hall



Cheshire County Humane Society

Arthur Doyle Architect

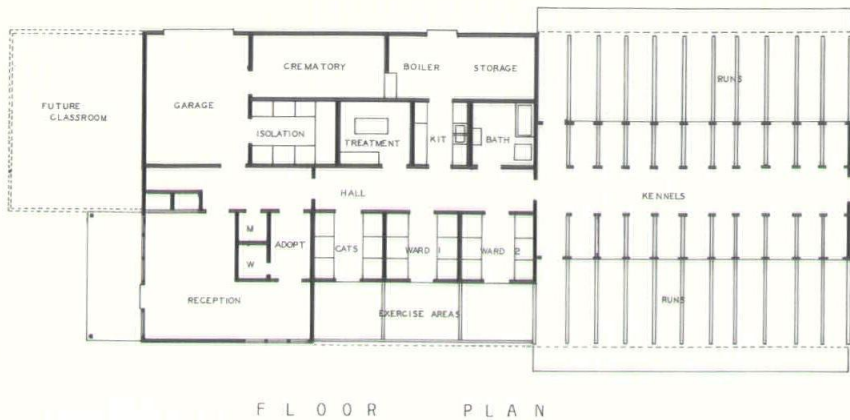
The MacMillin Co., Inc. General Contractor

THE design for the Cheshire County Humane Society Animal Shelter developed from the basic objective of the organization which is "to prevent cruelty to animals."

The program combined three functions: a place to receive lost or strayed animals with spaces for examinations, treatment, cleaning, sleeping and exercise; offices for the director of the shelter who is also a law enforcement officer covering the entire county; and a future classroom space in which to teach groups of children how to properly care for animals. At present the director visits schools as part of the educational program.

Architect Arthur M. Doyle of Keene worked with a 125 acre site in West Swansey and developed the land so that the building is easily seen and accessible from the highway and yet located in harmony with the landscape. Also considered was the future expansion of the building and the long range goal of developing the site as a children's recreation center, an animal cemetery and as a shelter for large animals.



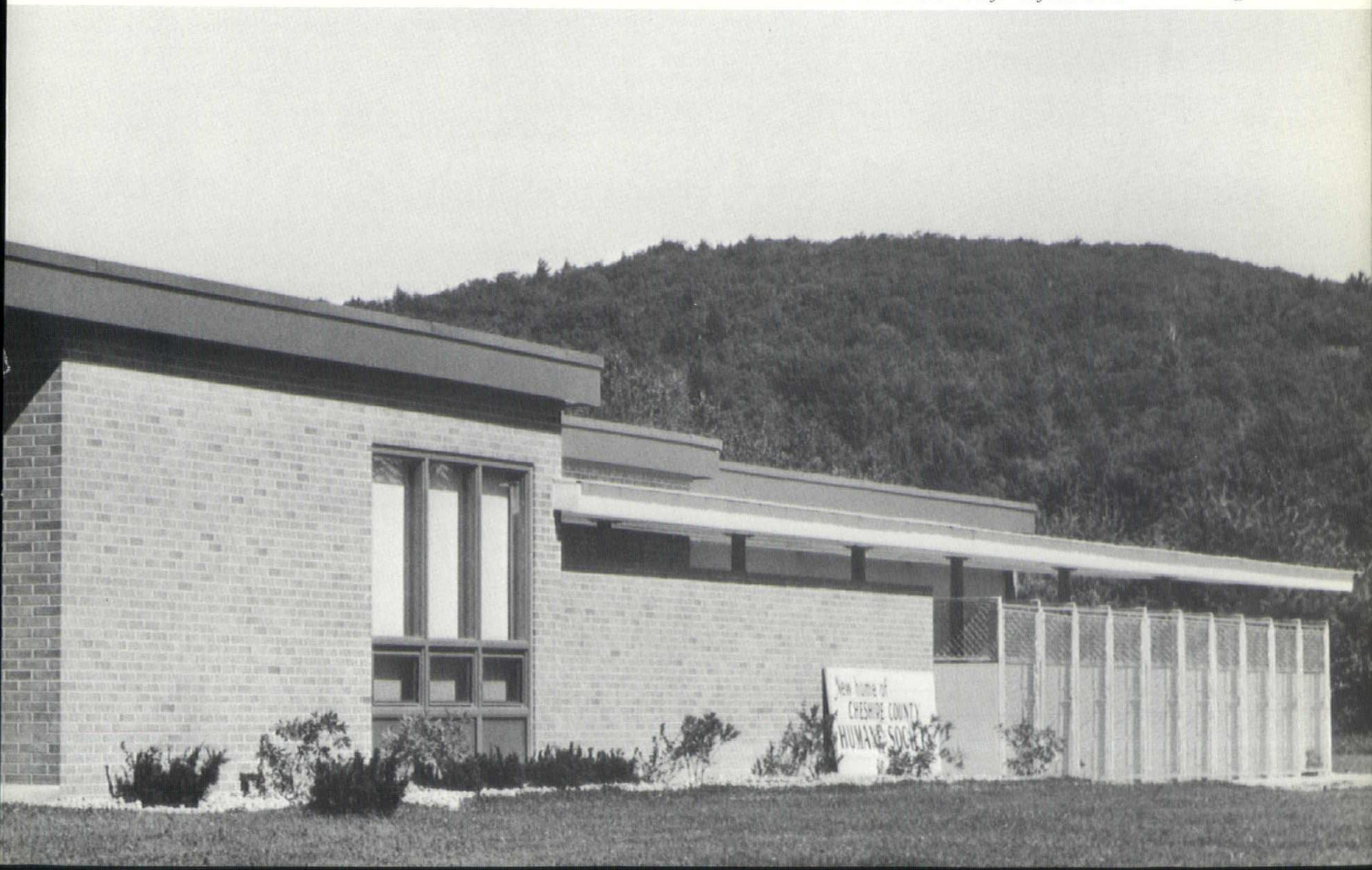


The building is brick and block bearing walls on a concrete slab with wood joists and built up roof. Special floor finishes were required in the animal areas.

The decor is a careful color coordination of interior and exterior surfaces. Muted shades of green-yellows and yellow-greens are used on large floor and wall areas. Accents are of deep slate brown and flame orange, sparingly applied, and are an especially effective combination with the exterior brick which is a tan in four random tones.

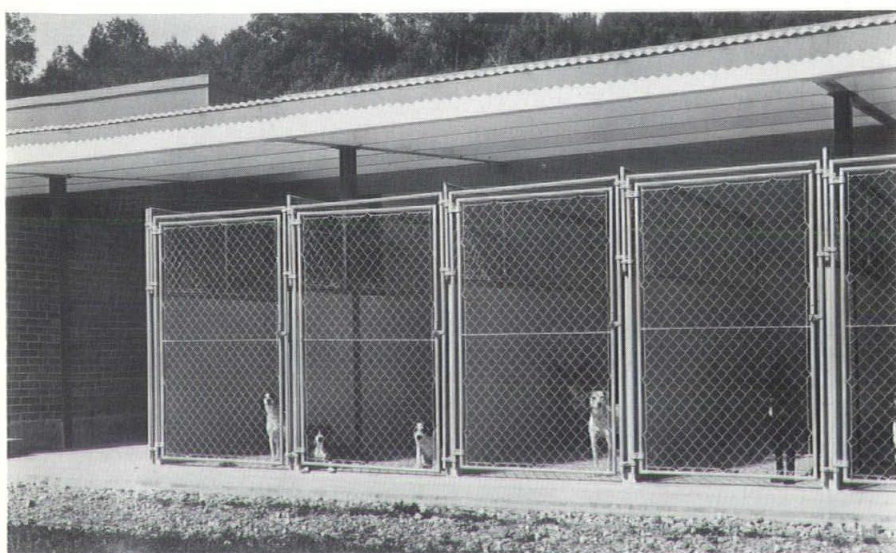
The total effect of the Cheshire County Humane Society Animal Shelter is a bright pleasant environment throughout with cheerful public spaces for those who come to adopt a pet.

View toward the reception room. Area at left of door is reserved for a future classroom wing.





Kennel wing of the building has protective roof over the runs.



Exterior animal runs are connected to the kennels



Interior of kennel wing

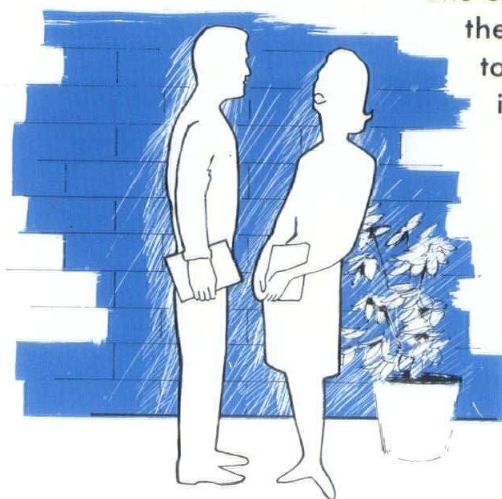


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Southside Jr. High School, Manchester, N.H.
Architect — Leo Provost — Manchester, N.H.



**West Side High School,
Manchester, N. H.
Architect —
Koehler & Isaak, Manchester, N. H.**

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**County Bank & Office Building,
Belmont, Mass.
Architect —
Kendall, Taylor & Co., Cambridge, Mass.**

Illustrated on these pages are recently completed projects featuring extensive use of Glazon.

Approximately 500,000 units were supplied by Duracrete Block Company, all 8x16 inch face size, with thickness of two, four and six inches. Stretchers, quoins, caps, cap corners and units glazed on two faces, as well as some two face units

which were glazed in two different colors, opposite faces, on one block. Glazon was extensively used in the corridors, kitchens, cafeterias, stair wells, shower and locker rooms and gymnasium.

One attractive feature that impresses the architects most about Glazon is the uniformity of size due to the ground edges; also, all units are strapped and palletized.



Left —
Billerica Housing for the Elderly,
Billerica, Mass.
Architect — Charles Associates,
E. Boston, Mass.

Bottom Left —
County Bank & Office Building,
Belmont, Mass.
Architect — Kendall Taylor & Co.,
Cambridge, Mass.



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Keene State College Dormitory

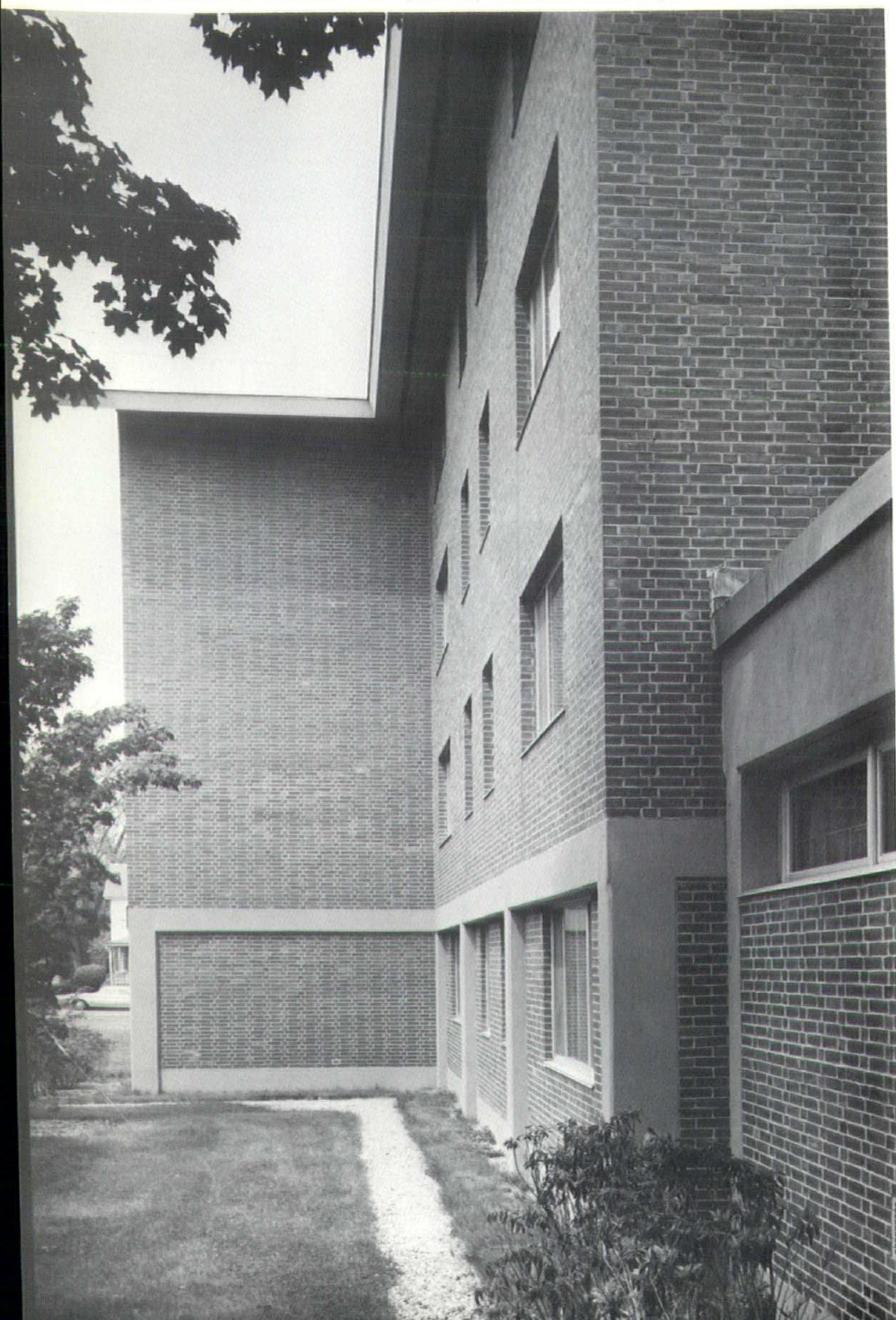


Architects:
John R. Holbrook Associates
Guy K. C. Wilson

General Contractor
The MacMillin Co., Inc.

When architects were selected to design two separate dormitories at Keene State College there was no indication that both buildings would have to share an "L" shaped site. It soon became obvious to both architects, John R. Holbrook Associates of Keene and Guy K.C. Wilson of Concord, that the area was

Brick, laid in a Flemish bond pattern, contrasts with exposed concrete.



not of sufficient size to permit the erection of two individual structures.

The college administration, apprised of the site difficulties and being unable to purchase additional land, agreed that the architects would collaborate on the final design. The result is a 250 student dormitory of two major wings joined by a two-story section of offices, lounge, lobby, recreation room and service areas used in common by students from both buildings.

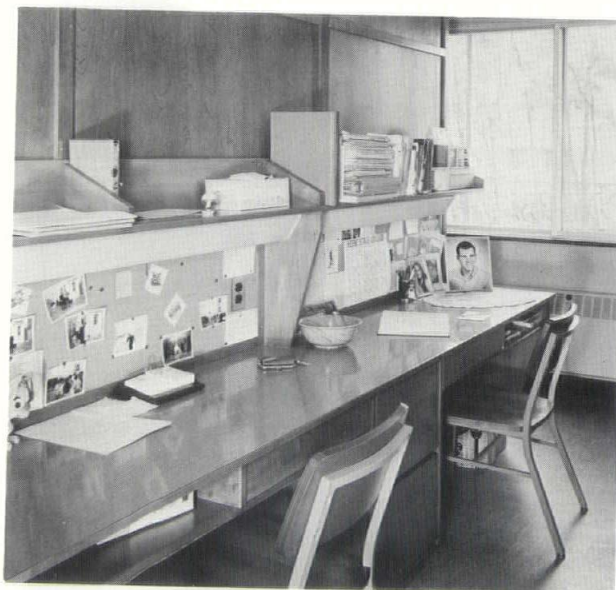
The four-story wings are primarily student rooms surrounding a central core of toilets and showers, ironing room and snack kitchen. The first floor of each wing also has a suite for the house mother and her assistant. These are situated near the lobby for easy access by visitors and students. The upper floors have study halls and lounges.

The student rooms are divided with a wooden desk-storage partition which separates the sleeping and study areas. The corridor floors are carpeted and walls are vinyl covered.

A graceful, free standing circular stairway leads from the lobby up to a spacious lounge with laminated wood trusses and decking, full length windows and a blue-green wall-to-wall carpet. The recreation and television rooms have stained verti-



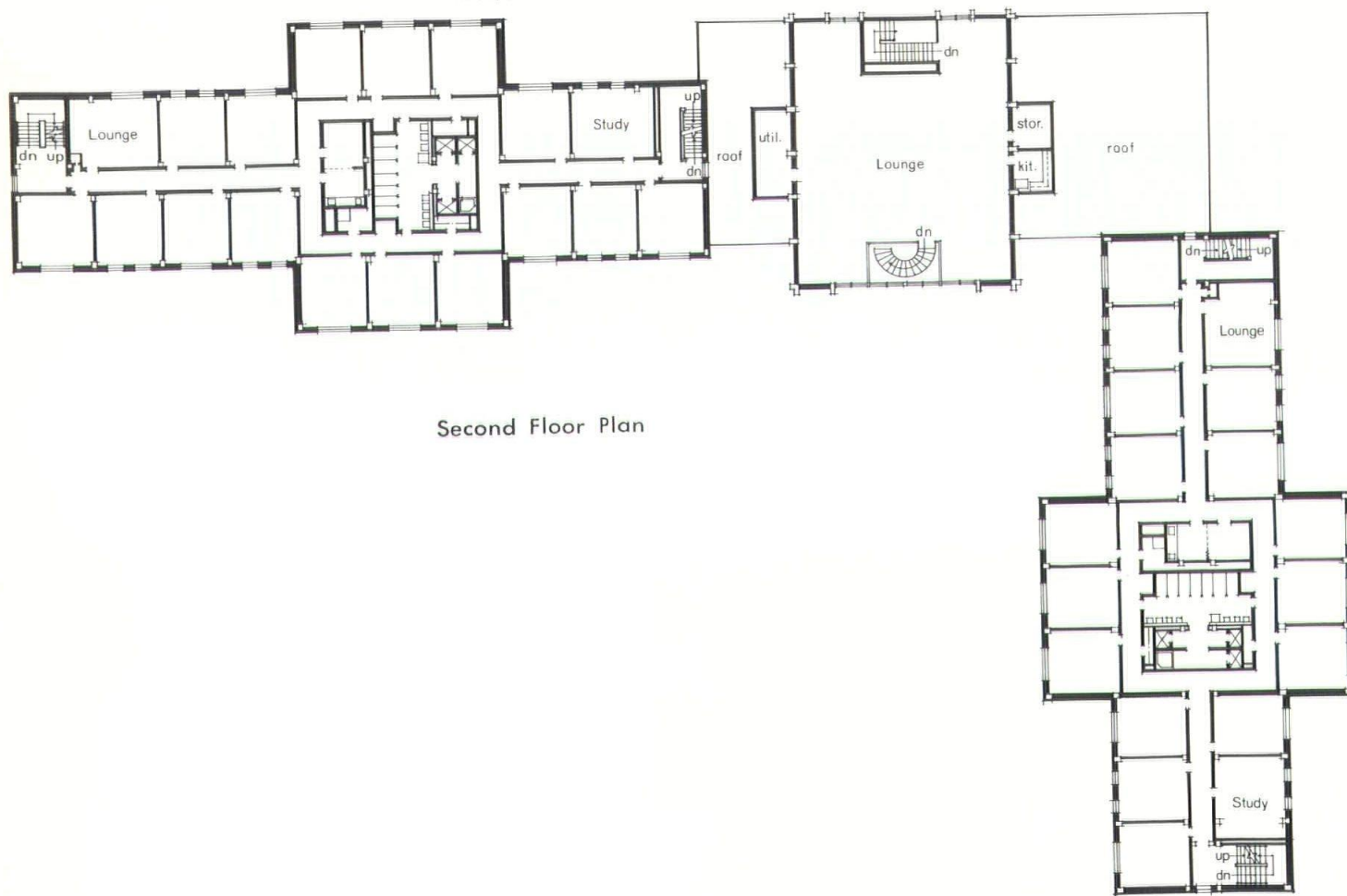
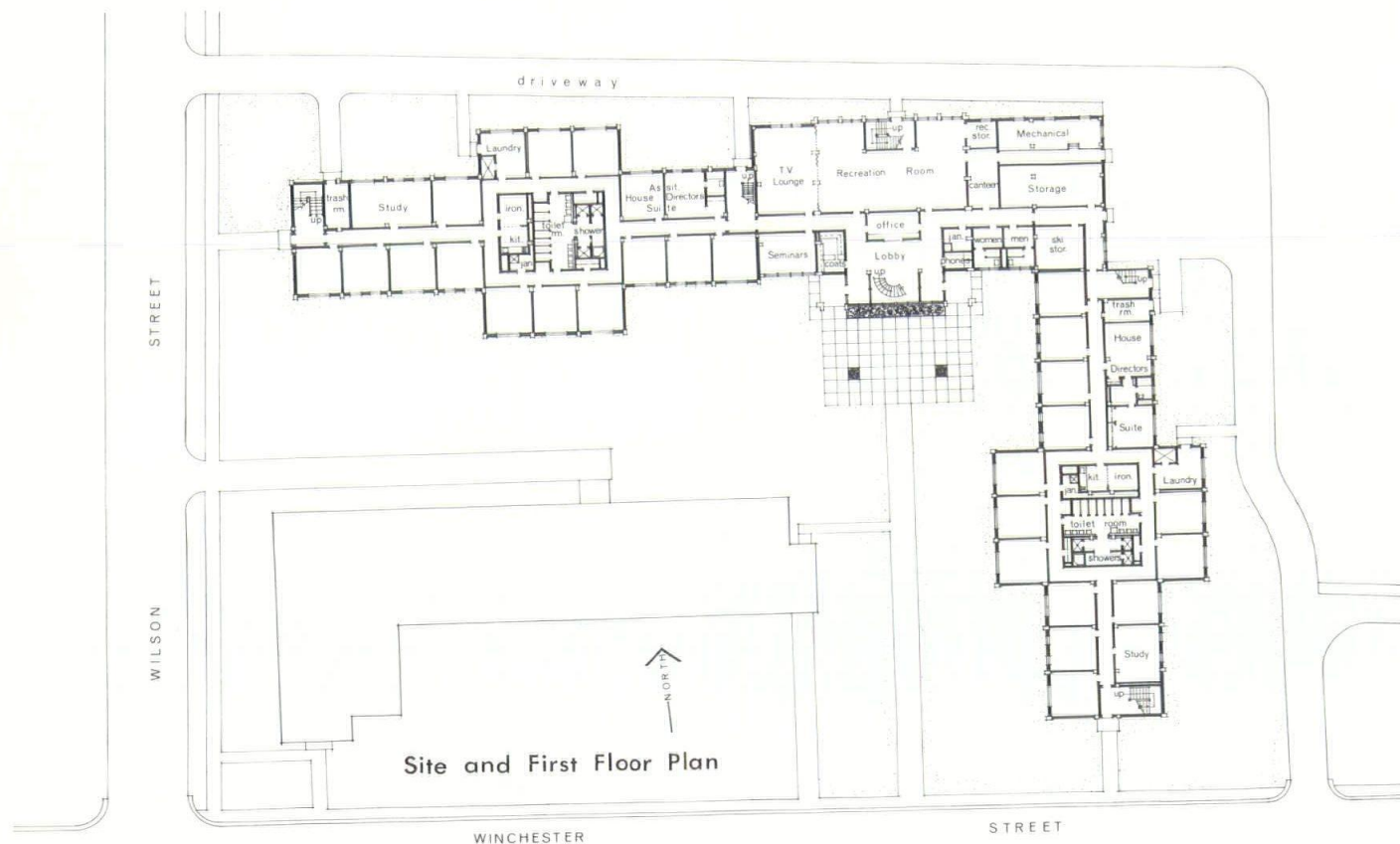
*Circular stairway leads
from lobby up to lounge.*



*Built in desk-wardrobe combina-
tions separate student rooms.*

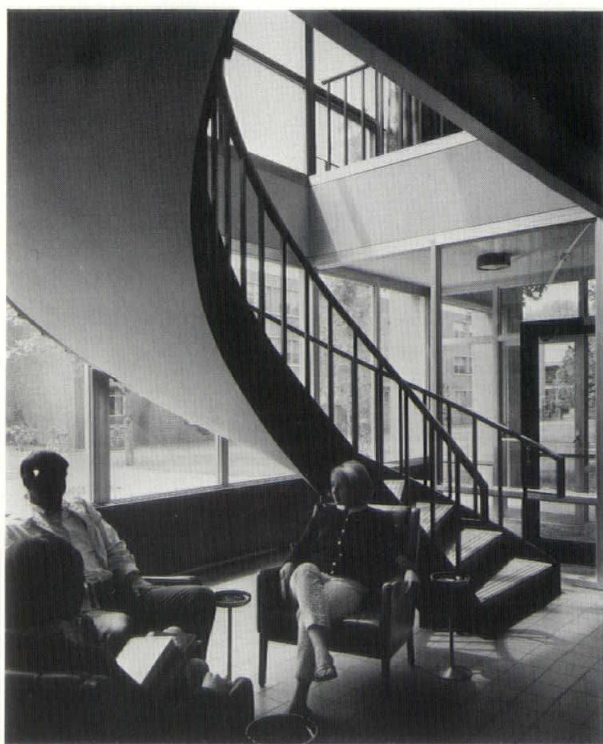


Student lounge





L-shape of building was determined by site layout.



Main lobby

cal wood panelling, vinyl asbestos floors and acoustical ceilings with recessed fluorescent lighting.

The fireproofed structure, which is protected by a sprinkler system, has a reinforced concrete frame with a brick veneer exterior and light weight concrete block interior walls. The architects feel the exposed concrete structural work gives the building a base on which to set rather than simply brick walls extending to the ground. The concrete also reduces the height and mass of the dormitory and adds color and texture. Brick, laid in a Flemish bond pattern, provides additional contrast.

Despite the imposition of a most difficult site, architects Holbrook and Wilson were able to combine their talents to produce a most comfortable and flexible dormitory for housing men or women on a growing campus.

Planning



Educational Facilities for Tomorrow's Schools

A Panel Discussion

This is the second of a three-part series based on the school planning conference held at St. Paul's School in Concord and attended by architects, educators and interested laymen. This segment and the one to follow in the next issue center on the group discussion held at the end of the conference. Participants included Dr. Robert Anderson, Professor of Education at Harvard Graduate School; John E. Marshall, Educational Consultant; and Christopher Arnold, a San Francisco based architect. The first part of the series was published in the April '68 issue.

Assuming that team-teaching, non-graded schools are educationally sound and desirable, how do those that are professionally concerned convince a complacent or reluctant community of their desirability and

(opposite) Architect Frank Kennett, Jr., of North Conway, in his design for the Kennett High School addition in Conway, created a central court as a place for meeting friends, dances, rehearsing plays, art exhibits and similar activities. To Kennett, it was a way of bringing light into the core of the building. School officials have found the area to be one of the most flexible in the school. (right) High ceilings and large picture-type windows give a feeling of spaciousness to the Kennett High School library.





Connecting the classroom wings of the Carter and Woodruff designed Broad Street School in Nashua is this corridor or "village street." Brick and large windows couple with irregular ceilings and walls to evoke an outdoor environment.

time. They are too small, they are ill-lighted, they are imperfectly provided with the appurtenances necessary to a modern school, etc., Henry Barnard said. I said, "Imagine it, Gentlemen, they were making the same complaints 100 years ago that we're making today." And a voice at the back of the room said, "Well, they're the same buildings."

That occurred in my first month in New England, and I've come to realize how nearly true that was.

I plead with you. Build a school that will house the best program you can conceive of today and build it in a way that both internal changes and external changes (and I don't mean *just* to accommodate additional enrollment). I mean to accommodate new educational tools, new educational concepts. Additional enrollment perhaps, not just of the presently defined school now, but of youngsters that we now consider pre-school or older people that we now consider beyond the school, of our public school program. Plan it so it meets today's needs and plan it so it can be changed. And it won't freeze your program for the next four hundred years.

Would you define further the School Construction Systems Development? Has it been applied in this hearing? (Mr. Arnold was one of the originators of this approach to school plant construction.)

Mr. Arnold: The School Construction Systems Development program was really an experimental program sponsored by EFL Ford Foundation to try out certain new methods of going about the design and construction of school buildings. Although it's a very complex thing in its details, the idea of it was really quite simple. The basic idea was that there was a lot of redundancy if you have a lot of school districts and a lot of individual architects all designing schools simultaneously, all of them slightly different, on a custom basis although they are all basically trying to do the same job. One antidote to that is to attempt to devise a stock plan and say they are all doing the same job and therefore a single plan might be effective and might save money. And we didn't believe that because there is varia-

the need for facilities to implement these concepts?

Dr. Anderson: I would say, first of all, that the assumption in this question that the community will be complacent or reluctant may itself be false. The Gallup Poll which was done a year ago of a sample across the United States of parents who were asked to indicate approval or disapproval of 13 educational innovations showed that 86% of all those questioned favored the idea of team teaching. 70% favored the idea of nongradedness as it was defined and described by the questioners.

In community after community our experience has been that team teaching and nongrading, especially when in combination, seemed to the typical layman to be a perfectly logical and appropriate way of organizing schools. The enemy is the teacher who has habits that are well established and geared to gradedness and to self-containment. Therefore, your main problem in a community is to go through the motions such as we have gone through today, of showing films and having discussions, making it possible for them to read and to visit and otherwise to acquaint themselves with the alleged advantages and then make a determination on their own. Now as far as the need

for facilities is concerned, probably we'll be elaborating them through other questions; but in general I would say that if we're talking about new facilities, it probably isn't going to cost the community more, or at least not very much more, to build the kind of flexible school that will facilitate teaming. Where it gets sticky is where you have older buildings that are not suitable and where it may be rather expensive apparently to modernize or to remove walls and whatnot, and try to adapt them to new conditions.

Does present planning for educational facilities for the next decade commit a community to the same educational program for the next 40 to 50 years?

Dr. Marshall: Yes, unless you plan flexibly. This means unless the building can be changed. Too often we've seen our old schools freeze education forever into the mold of the day it was designed and then we've turned around and designed buildings a little more up-to-date but just as hard to change the new patterns. There is a danger that this will happen. I was speaking to a group of Massachusetts superintendents in 1948 and quoted Henry Barnard's book on school architecture 1848 as to what was wrong with the schools in that

tion in the things which school districts want to do. There is variation in terms of the sites on which the buildings are placed. And we also think it right that there should be variation in the way in which different principals or superintendents might want to organize their school. So our approach out of this dilemma was to change, say, 20 individual schools being designed individually into one job of say, 40 million dollars and to go about getting components designed for these schools which would be standardized and would save money and which would be oriented towards the educational problem. Then, permitting the architects for the individual schools to utilize components in differing ways according to things which the districts wanted, according to differing slight conditions, differing desires for exterior treatment and so on. So the idea really was an attempt to move in the direction of mass production without the complete standardization that that tends to involve and without getting involved in stock plans or stock classrooms or anything of that sort.

The program started in 1962. In 1966 the first buildings were opened and this related to the basic problem of the high school in the California situation. And the school districts we had were all California school districts in the suburban situation of the big city and I think the study that was done on the educational side was intended not only to reflect the specific situation, but as far as was reasonable to reflect national consideration so that when these components were utilized and eventually came on the market they may have application elsewhere. I think that the basic thesis was borne out. We were able to build these schools. We were able to give them the sort of flexibility we have been talking about today and we were able to build them within the state aid cost figures which are very, very strict and precise in California. I don't think these components have been applied in this state, and I don't think intrinsically they are appropriate. I think they need a lot of scrutiny before you transplant something de-

(Continued on Next Page)



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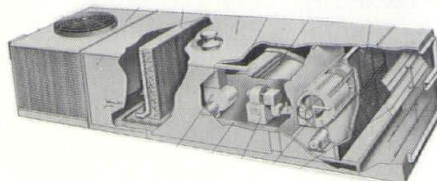
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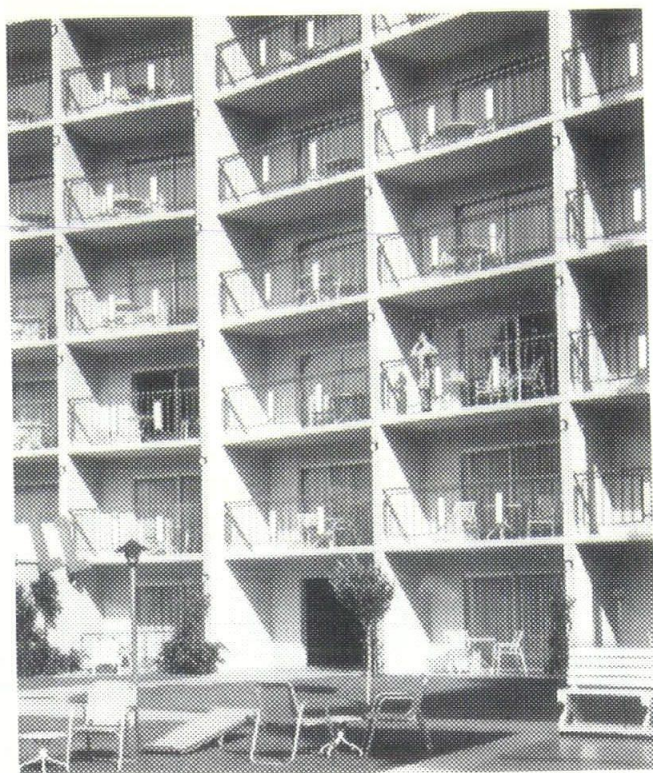


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signed for a given situation and use it in another one and, in particular, from some of the things I have heard in our discussion group. I think your conditions are really rather different, both climatically, for instance, and in terms of the aims and aspirations of what the school should be. So I would be hesitant to suggest a transplantation of these things to this state without a great deal of scrutiny. It was designed for things with a very different scale and a very different situation.

How do you propose preparing a staff for the innovated program and what time frame are we talking about?

Dr. Anderson: Well, one of the faults or errors that one can find in recent experience is that too often the administration has assumed that this is the sort of thing that you can mandate on Saturday night and implement Monday morning. So that quite a few rather unfortunate failures can be traced in large measure to the pressure that was placed on the staff to remake themselves overnight. Ordinarily, it would seem to me that you need to give your staff at least the equivalent of a full course in any one of these things. And six courses ordinarily meet for about 16 or 20 times during a semester and involve many hours of reading and studying. I think that may be a good yardstick for us to start with.

I think, not without justification, that visiting is the most important thing that they should do. I think all too often people go and visit a school. It is a kind of a junket. And they go prepared to see something and they can usually find it no matter whether what they went to see is optimistic or pessimistic. But some visiting probably is important in order that they can tune in to the experience of other people and verify in some way the argument that has been given by their own administration. As far as means of doing these things, the school district is simply going to have to allocate more and more of its resources to the sponsorship of various kinds of meetings and institutes within the school year to bring consultants and people from these

other schools who have done some of these things to work with their staff and along side of them, to arrange for summers during which they can practice some of these things with youngsters in a more free and guinea pig kind of situation where there is less to be risked. And the universities themselves are now beginning to sponsor clinically oriented programs within which these kinds of things can happen. Some of these are even being sponsored jointly by the school systems who would like these services to be provided and the universities as co-planners.

How in New England do you sell innovation to the voters? How do we reach the voters in New Hampshire communities with some of the thinking expressed here today?

Dr. Marshall: If I had an answer to those questions, I'd be the most successful consultant in the world. All I can do is nibble at the edges. One of the surveys of public and professional reaction to innovation, it may be the one that Dr. Anderson referred to, asked this question not only of the public but of the superintendents and the teachers' college people and the teachers. And they got in general a favorable climate toward many of the innovations from each of these groups. And then they said, "Why, since you feel this way, aren't more of these things being accomplished?" Well, the teachers said, "Look at the superintendent we've got. And look at the public. What can you expect?" The superintendents said, "My teachers aren't ready for it. The public wouldn't take it." The parents, or citizens at large, said, "We're all for it but you ought to see what we've got for school staff down there." The college people said, "We're preparing people to do this but so-and-so, someone or all of these other groups aren't ready."

So the thing that's standing in the way of it depends on which of these groups you represent. We agreed in our conference. We talked about this as a matter of fact a good deal. We agreed that it was a question of whether you wanted to call it either public relations or communications. I think there is



Skylight over the stairwell at the Broad Street School introduces natural light to both levels of two story element. Often stairways are wasted space, but Carter and Woodruff of Nashua used this one to create a more open library and reading room.

more in the public press today on this sort of thing than has ever been in the history of mankind. I think it is more generally becoming diffused among people. I think that one of the things that will make it happen faster is forgetting the limitations of your existing building, and getting some one department not, as Dr. Anderson suggested,

by legislative fire "We will start team teaching Monday," but having perhaps with a little initiative from somebody else, some one department, come to you and say, "Look, we want to try this next year. We know we haven't got the conference rooms. We know we haven't got the large group room, but we can make

(Continued on Next Page)



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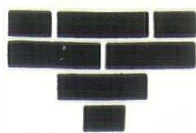
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do. We can makeshift if you'll just give us the youngsters and the schedule. We want to try this."

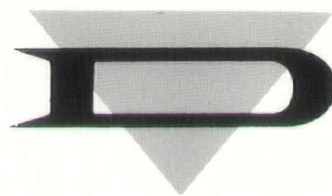
One department tries it. It works. Another department isn't ready for it and with their present personnel isn't going to be ready for it for five years. Don't force it on them. Take it where it will start. Praise the Lord that it started. And let this diffuse. Another thing that I think is happening is that the innovations that have in our last generation pervaded the elementary school and upgraded them in many ways are sending us in the secondary schools youngsters who expect some things that we, by gosh, have got to be ready to give them. Expect some logical grouping, expect teachers who are clinical specialists rather than general practitioners, expect something other than the Procrustean class size of 25 or 30 and the Procrustean schedule of 40 minutes with a bellow that shocks you out of your chair at the end of it. Some of these youngsters are coming along and expecting this. Their parents are expecting it. They are coming to you. I hear superintendents say this. They are coming to you and saying, "When are you going to do this? When are you going to start?"

I want to say one more thing. We're all glad, I guess, that the basement is no longer built under a school. But I think we need something to replace it. The basement that I speak of was in 1890 to 1940 and some of us are still building them, a great big subterranean place under a building. I referred to it awhile ago as waste space used for storage, but the fact is that over the last 75 years that basement has been an awfully useful thing. Where did we put the shop when we decided to introduce it? Where did we put mechanical drawing? Where did we put homemaking? Where did we put art? Where did we put toilets, for that matter, when we brought them in from the back of the yard? I don't believe you can name a thing that we need space for that I haven't seen somewhere, sometimes, many, many times in a basement. Why? Because this is the only room we had to play with. Then when we built a new school the kindergarten had earned its

stature, the shop, or mechanical drawing, or teachers' lounge, or even a teachers' workroom, so we built it above ground. Now, you know I don't mean literally that we ought to dig a hole under our buildings. But I do wish we could build a big educational barn of several thousand square feet, specify this work of art required building and when somebody says to us, "Let's ask for what," have the guts to say, "I don't know. I don't know."

There are so many things coming along, there are so many things pressing for that that we'll use it. And at first we'll have cables trailing along the floor because we don't know where the outlets should be. But some day when we build again and this activity we've put in has earned its place, we'll know how to plan it. Just as we know now a little bit how to plan a shopping center. One of the most interesting things said this morning to me was Mr. Arnold's comment on the part of this building that they built but didn't finish and the way they used it. This is exactly the sort of thing that I wish we could put in every school. Not a basement but just a big innovation barn, if you will. One more thing that came out in our discussion groups. A lot of people are using very effectively teas and coffees, little tete-a-tetes at home, to reach a lot of people in the community. This is a very workable system. I've seen it in a lot of places. One more thing. I think sometimes we sell too hard to the people who are already on our side, the parents, the PTA, God bless 'em, can be counted on. I think sometimes we fail to realize that we have another kind of appeal, an economic rather than intellectual. What kind of people do you want to come and live in your community? What is the first question they will ask before they decide whether or not to come there? Or more important, what kind of industry would you like to have to pay good salaries, offer stability? What kind of questions will *they* ask? I know again and again of communities that were turned down by industries not for any reason dealing with labor supply or lack of space or facilities, but

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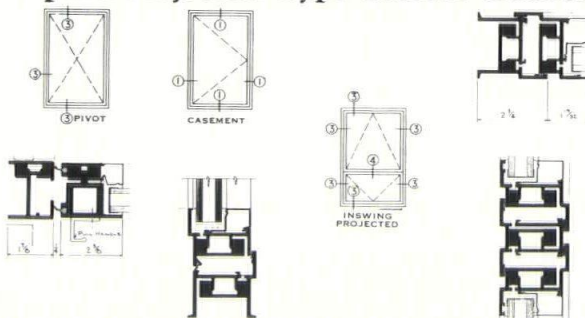
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simply because the head of the industry said after looking at the schools, "We can't get the kind of people we need, the engineers, the technicians, etc. to come because of the quality of your schools." Again and again you can find real estate men who are kind of off-handedly opposing you getting up, if you challenge them, to testify that this is a question they are asked again and again about coming in to your town. And it may be that a few bucks more on the tax rate, . . . the negative as far as moving into town, is not nearly as heavy as the greater reputation your schools will have.

(Continued next month)

N. E. AIA Conference

The 1968 New England Regional Conference, AIA, will be held a month later than originally planned, according to the Connecticut Society of Architects, AIA, host chapter for the event.

The four-day meeting will be held Nov. 7-10 at the Park Plaza Hotel in New Haven, Conference Chairman Richard Sharpe, AIA, has announced. Theme of the program will be "The Destiny of Human Values: The Urban Crisis."

Architectural Sales Department Opened

Indian Head Millwork Corporation has announced the opening of its new architectural sales department. In making the announcement Roland Payer, vice president of the Nashua firm, said that Robert H. Cahoon will head the department.

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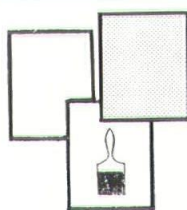
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Notes and Comment

(Continued from Page 9)

a more devastating cleavage in society than already exists. We shall contribute to the process of frustrating the client to even greater monolithic enclaves than before. The traditional role of the architect and his responsibility to the client at the level of typically-scaled projections must become resources for creative opportunity. The architect must extend himself for projects and for clients that are community-bound and less circumspect — to let the community IN, without trepidation, to enlarge the purposes of architecture and let it join with the standards for a better life.

"One of the jurors expressed the view that he was not certain that architecture or good planning can solve moral or social problems. He believes that the emphasis on the social implications of architecture is overstated, and that it has not been proven that cleaning out the slums and creating a great environment will eliminate moral decay.

"But, the majority of the Jury, in submitting its report, suggests a larger overview than the contented client and the *au courant* esthetic. It suggests that raising the standards and restoring the urban environment, however modest, must be recognized as worthy architecture. The AIA should encourage in future Honor Awards Programs the submission of projects which deal with problems of the inner-city. It is perhaps important that youth and its voice be heard and that the next Honor Awards Jury include these younger men, who see in the dialogue this potential to encourage, through the Honor Awards Program, an opportunity to extend the limits of architectural participation."

Max O. Urbahn, FAIA, Chairman, New York, New York.

Joseph Amisano, AIA, Atlanta, Georgia

Sigmund F. Blum, AIA, Detroit, Michigan

John M. Morse, AIA, Seattle, Washington

Walter A. Netsch, FAIA, Chicago, Illinois

(Editor's note: Although we have no knowledge of the variety of the
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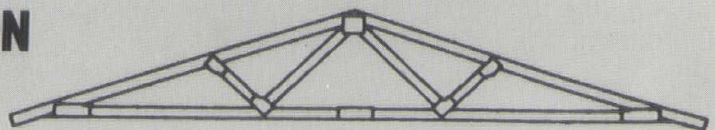
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(Continued from Page 37)

total entries submitted, we should point out that of the 20 selected for awards, none were schools of the elementary or high school level, although several college buildings

were selected. The only New England building awarded honors was a dormitory-fraternity complex at Colby College, Waterville, Maine, designed by Benjamin Thompson & Associates, Inc., Cambridge, Mass.)

DODGE REPORT

The F. W. Dodge Division of McGraw-Hill Information Systems Company reports March contracts for future construction in New Hampshire showed increases of over 100 percent in all categories except nonbuilding, which includes streets and bridges, utilities and similar projects.

According to George A. Christie, Chief Economist of Dodge, the latest month's Construction activity followed this pattern:

	1968	1967	Per Cent Change	
TOTAL CONSTRUCTION	\$30,690,000	\$8,106,000	Over	100%
Nonresidential	\$19,111,000	\$2,444,000	Over	100%
Residential	\$10,597,000	\$4,614,000	Over	100%
Nonbuilding	\$ 982,000	\$1,048,000	Minus	6%

For the year-to-date, on a cumulative basis, the totals are:

	1968	1967	Per Cent Change	
TOTAL CONSTRUCTION	\$48,040,000	\$24,734,000	Plus	94%
Nonresidential	\$28,922,000	\$10,112,000	Over	100%
Residential	\$16,969,000	\$ 9,415,000	Plus	80%
Nonbuilding	\$ 2,149,000	\$ 5,207,000	Minus	59%

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Architects and Social Comment

The report of the Honor Awards jury emphasizes the current national trend of architects who are becoming more and more concerned with social problems in relation to architecture. At the national convention, the theme was MAN/ARCHITECTURE/NATURE and among the keynotespeakers was Whitney Young, Jr., Executive Director of the National Urban League.

Prior to the convention both AIA President Robert Durham and President-elect George Kassabaum commented on the role of architects.

Speaking before the Gulf States Regional Conference of the Institute, on its theme — the Black City, Mr. Durham said, the only way to solve the urban problem is through "political consensus; the establishment of clear social goals; the creation of community review committees or corporations to commission and pay for large multipurpose civic projects; the full employment of design talents to redesign our cities on a comprehensive basis with short-range and long-range project goals; and the guts and determination to see it all through."

He urged his audience to regard the "black city" problem as its own. "The white community built the ghetto," he said. "We own it. We maintain it, after a fashion. We condone it. And by all sorts of deceptions, deliberate and unconscious, we have kept it, and its occupants, where they are."

President-elect Kassabaum said the profession will respond "creatively" to the challenge of designing more and better low- and moderate-cost housing in the cities, if Congress will make it less frustrating for architects who become involved in these federally-supported programs.

Kassabaum said architects have often been slow in meeting housing needs, but "we are aware of our shortcomings and we are now doing something about them."

While New Hampshire is relatively free from the big city ghetto slum, this state as with every other, has areas of poverty which should be the concern of all residents. The city slums often develop from fine

residential sections and now, before New Hampshire is overwhelmed with the spreading megalopolis, is the time to prepare for the problems which will surely face the state in the future and which are now existent in limited parts of N.H. Slums are much easier to prevent than to eradicate and architects, as part of the team of environment scientists, must do their part.

Architects Visit UNH

A five member team of architects and educators has conducted a preliminary evaluation of the University of New Hampshire campus as part of a study of the feasibility of creating a Northern New England regional school of architecture.

The committee, appointed by the national AIA headquarters, visited the campus in May at the request of the Maine, New Hampshire and Vermont AIA Chapters, and with the cooperation of the three state universities. John Carter, Nicholas Isaak and Richard Brayton represented the New Hampshire Chapter.

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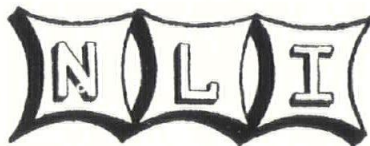
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Index

To

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	Page
Better Home Heat Council	Cover 2
R. E. Bean Construction Co., Inc	6
Blanchard Stebbins, Inc.	37
California Products Corp.	9
Campton Sand & Gravel Inc.	8
Chagnon Lumber Co.	37
Frank T. Cody Co.	40
Francis P. Connor & Son, Inc.	38
Corriveau-Routhier	1
Dallaire Building Supply Corp.	9
Davison Construction Co., Inc.	35
Densmore Brick Co., Inc.	Cover 4
Derryfield Supply Co., Inc.	39
Doucet Concrete Masonry Co., Inc.	33
Duracrete Block Co., Inc.	32
Fimbel Door Corp.	2
Flintkote Co.	7
Gas Industries	4
W.S. Goodrich Inc.	34
Interstate Restaurant Equipment Co. ...	32
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Lebanon Crushed Stone, Inc.	8
Lyons Iron Works	Cover 3
The MacMillin Co., Inc.	31
B.L. Makepeace Inc.	Cover 4
Manchester Supply Co.	31
Al Melanson Co., Inc.	33
Merrimac Tile Co., Inc.	39
Mitchell & Hicks Co., Inc.	34
National Partitions Inc.	38
Northern Landscape Inc.	39
H.W. Paul	36
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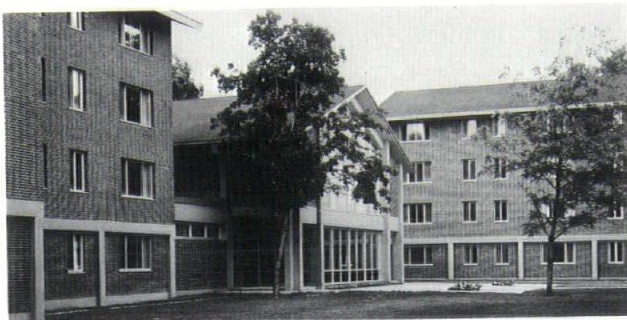
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